CHAPTER VI

SUMMARY FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH
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INTRODUCTION

Education, to put it forthright, is perceived to be a universal phenomenon. Education is a process which is not limited to time or space. It has been rightly said that Education is a companion which no misfortune can depress - no crime destroy - no enemy alienate - no despotism enslave. At home, it's a friend; abroad an introduction; in solitude, a solace; and in society, an ornament. Without it, what is man? - a splendid slave, a reasoning savage. Education awakens motivation, curiosity and individual enthusiasm and as a result of this, many scientists, artists and reformists in the society are found to promote the welfare of the society. Education can persuade an individual to mould one's character for the betterment of oneself and of the society in which he lives. The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.

To achieve this goal, a desired positive role of teachers is essential. No system of education can rise higher than the level of its teachers. The success of the educational process depends to a great extent on the character and ability of the teacher who is the corner stone of the arch of nation.
Prom time immemorial, the teacher has been termed as the 'torch bearer' of civilization, the one who, by the light of his knowledge, removes the darkness of ignorance. There is no profession so rewarding and so rich in potentialities as the profession of teaching. Teaching may not yield power, it may not yield much wealth, it may not bring fame and glamour; yet it will surely give one the satisfaction of doing a noble job. The unity and integrity of the nation demand disciplined and well trained citizens, which in turn depends upon the quality of education imparted by our teachers. A teacher through an interactive process, shapes the personality of the students and attempts to make citizens. Thus, he shares the responsibility of shaping the destiny of our country. It is important that the teacher be an effective person to mould the minds of the children. The responsibility of maintaining and raising the quality of teachers lies on the shoulders of teacher educators. The performance of teacher educator to a great extent depends on his professional and educational interests, positive attitude towards teaching and his overall satisfaction in the job.

In order that a person can harness the best of his ability and derive pleasure from his work, it is necessary that the job must give him satisfaction. Satisfaction of teachers plays a vital role in every society. His efficiency, zeal for work and his morale are enhanced. Consequently, the person as well as his profession progress steadily. Satisfaction is
primarily derived from striving for and subsequently attaining an individually gratifying and socially beneficial end. Satisfaction is an emotional response.

The role of attitude towards teaching profession cannot be easily ignored. Those who have positive attitude towards teaching will enjoy teaching. On the other hand, a teacher who has a negative attitude will not enjoy teaching. Attitude is the guiding force behind all human actions. A real teacher is one who touches the minds of children and awakens their curiosity. Curiosity cannot be aroused unless and until the teacher himself is curious and has interest in his profession, educational theories and practices.

Education is very vast and has many fields. A potential researcher can do research in different fields of education like administration, measurement and evaluation, curriculum, teacher education etc. The researcher in present study has chosen the field of teacher education, as she herself is teacher educator and is deeply convinced that among all the fields of education, teacher education is one of the most important and challenging field as compared to others as far as research is concerned. She also felt that among the different factors which influence the teacher and teaching profession, the most important are job satisfaction, professional and educational interests, creativity and attitude towards teaching. Therefore, the variables of job satisfaction, professional and educational interests, creativity and attitude towards teaching has been explored in
REVIEW OF RELATED STUDIES

Studies Related with Job Satisfaction of Teachers

Lavingia (1970) found that primary teachers were more satisfied than secondary teachers. Young teachers, in the age group of 20-25 years were more satisfied in both the groups of primary and secondary teachers. Unmarried teachers were more satisfied.

Gupta (1980) in his study found that primary school teachers were significantly less satisfied than secondary school teachers and college teachers. Secondary school and college teachers were almost equally satisfied with their job.

Goyal (1980) in his study concluded that a large majority of the teacher educators were favourably inclined towards their profession and were satisfied in their job. However, they were not well adjusted and had low professional interest.

Reddy and Ramakrishnaiah (1981) found that women teachers were more satisfied with their job than their men counterparts. Teachers employed in government colleges are less satisfied than those in private colleges. There is no significant difference between the level of job satisfaction of teachers working in junior colleges and degree colleges.

Biswas and Tinku (1994) found that the female secondary
teachers of Tripura differed significantly in their job satisfaction from their male colleagues. The female teachers had greater total job satisfaction and they perceived their job more satisfying in terms of monetary and other physical facilities, security in job and human relationships prevalent in their service in comparison with those of the male teachers.

The urban secondary teachers of Tripura perceived greater satisfaction in monetary and other physical facilities available, while the rural secondary teachers of that state expressed greater job satisfaction in service security and personal security.

The secondary teachers serving at the privately managed schools in Tripura perceived greater job satisfaction in respect of human relationships prevalent at those schools.

Singh (1995) in his study concluded that teachers in humanity stream and science stream do not differ significantly on their job satisfaction.

**Studies Related with Professional and Educational Interests of Teachers**

Samantroy (1971) found that significant relationship exists between professional and educational interests of the teachers at college level. He further concluded that both professional and educational interests of the teachers are significantly correlated with their teaching efficiency.

In her study on 200 teacher educators taken from 40
training colleges, Sundram (1993) concluded that professional and educational interests of teacher educators are low, although there is significant relationship between professional and educational interest of teacher educators.

**Studies Related with Creativity of Teachers**

Raina (1970) found that female teachers scored higher than male teachers on all the dimensions of creativity except originality, but these differences were not significant. A negative relationship was found between age and fluency, a positive but not significant relationship was found between age and flexibility and originality, and positive and significant with age and elaboration and total creativity. There was a negative relationship between teaching experience and fluency and flexibility. Whereas it was positive in case of originality, elaboration and total creativity but none of these relationships reached the level of significance.

Goyal (1974) found only slight personality differences between high and low creative student teachers.

Lal (1977) found no significant differences in the creativity scores of male and female teacher trainees.

Singh (1977) found that high creativity among student teachers tended to go with higher economic value, better personality adjustment, better family background and urban living. Low creativity on the other hand seemed to be associated
with higher theoretical value, poorer adjustment, poorer family background and rural living. Teacher attitude, sex, marital status, religion and caste did not seem to have significant differential effects upon high and low creativity among student teachers.

Misra (1978) found that the four values - social services, independence, variety and surroundings were more prominent for highly creative teachers while power and economic return were more prominent in the perception of low creative teachers. It indicated that the creativity of teachers increases on providing the teacher with opportunities of more of social service, independence and variety.

Masih (1979) found both male and female B.Ed. science students and B.Sc. (Hons.), B.Ed. to be equally creative. No significant difference in the measure of creativity between students of B.Ed. (Science) and B.Ed. (B.Sc.Hons.).

Studies Related with Teachers' Attitude Towards Teaching

The studies conducted on teachers to measure their attitude towards teaching have also revealed meaningful findings.

Parasher (1963) found that sex determined attitudes and that women teachers had more favourable attitude towards teaching than men.

NCERT (1971) showed that attitude of teachers differed
significantly under different management. Tenure of service did not affect the attitude of teachers. Male and female teachers differed significantly on their attitude towards teaching. Marital status did not influence their attitude. Younger teachers showed more positive attitude than older. Teachers' experience and positive attitude were invariably proportionate. Teachers with lower qualification were having more positive attitude towards the profession. Attitude of trained and untrained teacher did not differ significantly on negative items. Training appeared to be a contributing factor in the development of apparent positive attitude.

Samantroy (1971) found that there exists some degree of positive relationship between teacher's attitude towards their profession and teaching efficiency.

Malhotra (1976) and Gupta (1977) found that success in teaching was significantly related to professional attitude.

Sukhwal (1977) found that majority of married teachers favoured the profession. Higher the age, greater the positive attitude. Experience also played a very important role in development of a favourable attitude towards profession. The trained teachers were more favourable than the untrained.

Bhandarkar (1980) found that attitude of the teachers are significantly related to their qualifications, age, job mobility and family problems.
Kala (1988) in her study on a sample of 160 teachers of higher secondary schools of Punjab State found that model school teachers and traditional school teachers differ significantly on many aspects of teacher’s attitude towards teaching. Model school teachers have favourable attitude towards students and towards teaching profession whereas traditional school teachers have positive attitude towards professional growth and educational processes.

Sundram (1998) in her study on 200 teacher educators of Rajasthan State concluded that the teacher educators have favourable attitude towards their profession.

STATEMENT OF THE PROBLEM

"A Comparative Study of Job Satisfaction, Professional and Educational Interests, Creativity, Attitude Towards Teaching of Teacher Educators at Different Levels of Teacher Education".

OBJECTIVES OF THE STUDY

1. To study and compare the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels.

2. To study and compare the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels.

3. To study and compare creativity of teacher educators teaching at NTT, ETT and B.Ed. levels.
4. To study and compare attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels.

5. To compare the job satisfaction, professional and educational interests, creativity and attitude towards teaching of teacher educators of NTT, ETT and Colleges of Education on the basis of sex differences, age differences and institution wise differences.

HYPOTHESES

1. There are no significant differences in the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels.

2. There are no significant differences in the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels.

3. There are no significant differences in the creativity of teacher educators teaching at NTT, ETT and B.Ed. levels.

4. There are no significant differences in the attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels.

5(a) There are no significant differences in the job satisfaction of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.
(b) There are no significant differences in the professional and educational interests of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.

(c) There are no significant differences in the creativity of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.

(d) There are no significant differences in the attitude towards teaching of male and female teacher educators teaching at NTT, ETT and B.Ed. levels.

6(a) There are no significant differences in the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

(b) There are no significant differences in the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

(c) There are no significant differences in the creativity of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

(d) There are no significant differences in the attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age.

7(a) There are no significant differences in the job satisfaction of teacher educators teaching at B.Ed. level on the basis of institution.
There are no significant differences in the professional and educational interests of teacher educators teaching at B.Ed. level on the basis of institution.

There are no significant differences in the Creativity of teacher educators teaching at B.Ed. level on the basis of institution.

There are no significant differences in the attitude towards teaching of teacher educators teaching at B.Ed. level on the basis of institution.

DEFINITIONS OF KEY TERMS

1. **Job Satisfaction**
   It is the extent of match between worker's expectation (also aspiration) and the rewards the job provides and the value it creates and gets cherished. Its measurement is the score on Job Satisfaction Scale by Singh and Sharma (1986).

2. **Professional and Educational Interests**
   Professional and educational interests are defined as one's own pattern of preferences, likes and dislikes preferred in any manner, wisely or unwisely by self or any other source for an educational area or subject (Sundram, 1998).

3. **Creativity**
   Creativity is operationally defined as the process of sensing gaps or missing elements, forming hypotheses, testing these hypotheses and communicating the results. Its measure is
the total score on fluency, flexibility and originality as measured by Verbal Test of Creative Thinking (by Baqer Mehdi, 1985).

4. **Attitude Towards Teaching**

Attitude towards teaching is operationally defined as the degree of positive or negative feelings of teachers towards teaching and teacher's predisposition to act favourably or unfavourably on a scale (by Sundram, 1993) towards various dimensions of teaching.

**DELIMITATION OF THE STUDY**

1. Present study was delimited to teacher educators teaching at NTT, ETT and B.Ed. level of Punjab State.

2. Present study was delimited to 215 teacher educators (20 teacher educators of NTT, 90 teacher educators of ETT, 105 teacher educators of B.Ed.).

**METHOD OF RESEARCH**

Descriptive survey method investigation was employed in the present study.

**SAMPLE:**

The present study was conducted on a random sample of 215 teacher educators (20 teacher educators of NTT, 90 teacher
educators of ETT, 105 teacher educators of B.Ed.) selected from teacher education institutions situated in Punjab State.

TOOLS

Following tools were used in the present study for the purpose of data collection:

1. Job satisfaction Scale (Singh and Sharma, 1986).
2. Professional and Educational Interest Form (Sundram, 1998).
3. Verbal Test of Creative Thinking (Bajer Mehdi, 1985).

STATISTICAL TECHNIQUES TO BE USED

Mean, SD and t-ratios were calculated to find the differences in the job satisfaction, professional and educational interests, creativity, attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels.

NEED AND IMPORTANCE

Every field in education has its own importance. The researcher of present study being a teacher educator herself is deeply influenced by the challenges in the teaching profession and feels that out of the innumerable factors which affect the teacher's efficiency, competence, performance and personality, the most influential are job satisfaction, professional and educational interests, creativity and attitude towards teaching. This is why she was interested in identifying these factors in
teacher educators working in NTT, ETT and B.Ed. and because as yet no such study has been conducted so far which can provide a global and comparative picture of the job satisfaction, professional and educational interests, creativity, attitude towards teaching of teacher educators working at NTT, ETT and B.Ed. levels.

Education of teachers happens to be a matter of national importance, as teachers are role models for children and what they imbibe gets multiplied in the subsequent generations. India needs effective teachers to educate the teeming millions who can function in the rapidly changing society and meet the challenges of these times. Teachers are expected to play a productive role in shaping the future. Teachers have been central in the development of a nation and handing down the cultural, linguistic and social heritage that define the essence of a nation. It is with this view that Secondary Education Commission considered teacher as the most important factor in the contemplated national construction.

Education is an investment in human capital and is the key to all routes of development. Human capital formation consists of qualitative improvement of human abilities and skills. Quality education by quality teachers is the only way to quality improvement in human capital. In the modern technological era, each new generation must be better informed and learned than the preceding generation. This improved state
can be realised only if the quality of teachers becomes superior in each generation. The quality of teachers depends upon the quality of teacher education.

There was a time when it was believed that any body could teach. Perhaps every body did teach in the far distant past of human civilization. It is a fascinating story how, in course of time, teaching became a formal process and was entrusted to a new species known as 'teacher'. The belief that every body could teach encountered the inevitable end, although the process was painfully slow. Simultaneously, teacher education has slowly but steadily emerged as an important field of human activity. The enormous expansion of education in all nations necessitated a vast army of teachers and dispelled the notion that 'teachers are born not made'. An overwhelming opinion lies somewhere between the two extremes - anybody can teach; teachers are born, not made. Teacher education is now universally accepted as the first charge of a State. All nations are spending considerable effort, energy and money on the pre-service and in-service education of teachers. Colleges of education have been entrusted with the noble task of educating teachers who are able and willing to educate the new generations for a new world. In this context the present study is conducted on teacher educators of NTT, ETT and B.Ed. levels, so that knowledge of their job satisfaction, professional and educational interests, creativity and attitude towards teaching can be
known and subsequently some measures can be taken to increase their job satisfaction, professional and educational interests, creativity and attitude towards teaching.

A teacher is required to acquire adequate knowledge, skills, interests and positive attitude towards the teaching profession. It can be done through well planned and effective pre-service and in-service training programmes. Teacher education programme enhances the development of professional identity as a beginning teacher, an informed commitment to teaching. It develops skills, competence, interest and abilities to reflect in order to develop as professionals. It prepares teachers for a wide variety of roles.

In influencing the life and character of children and youth, one of the potent factors is the example set by the teacher. Therefore, we expect that in addition to all other qualities, a good teacher should be a living example of some, if not all virtues that are to be developed in the future citizens of a nation. This argument applies with greater force to teacher educators. The personal example of teacher educators exercises greater influence than all his teaching in the college and study of books by prospective teachers. It is the responsibility of teacher educators to develop those qualities in the prospective teachers which will make them competent and good professionals, to create those which they lack and to foster the underdeveloped ones. Professional efficiency, zest and zeal
of working of Teacher educators depends to a great extent on the satisfaction which they derive from teaching, positive attitude towards teaching, their professional and educational interests and creativity. They will return the same in equal degree to the prospective teachers placed under them. Satisfaction, attitude towards teaching, educational and professional interest, creativity ensures the mastery of the knowledge acquired, its enrichment and its renewal leading to personality growth. Teachers with satisfaction in their jobs, favourable, dynamic attitude, educational and professional interests and creativity can play the role of nation builders. These variables will guide and direct the prospective teachers in their entire teaching.

Satisfaction, creativeness, interest and attitudes practised by teacher educators will influence and shape the personality of the prospective teachers which will eventually help them to become efficient teachers and carry their roles effectively. It was felt that a comparative study of job satisfaction, creativity, educational and professional interests, attitude towards teaching of teacher educators at NTT, ETT and B.Ed. levels was necessary to find out the distinction of quality of education imparted at these three levels. If lapses are found at any level, they should be eliminated and teacher education at all levels should be upgraded to come upto the level of satisfaction of society. It is the nation which will pay a heavy price if teachers are poorly educated. So teacher education at all levels should be properly planned,
organised, guided and be made academically more challenging.

FINDINGS OF THE STUDY

Study of Job Satisfaction, Professional and Educational Interest, Creativity and Attitude Towards Teaching of Teacher Educators Teaching at NTT, ETT and B.Ed. Levels

1. Majority (95%) of NTT teacher educators are either extremely satisfied or very satisfied in their job.

2. Majority (82%) of ETT teacher educators are either extremely satisfied or very satisfied in their job. 14% teacher educators are moderately satisfied and 4% of them are not satisfied in their job.

3. In case of B.Ed. teacher educators also majority (92%) of them are either extremely satisfied or very satisfied. 5% of teachers are moderately satisfied whereas only 3% of them are not satisfied.

4. Only 5% of NTT teacher educators have average professional and educational interests, whereas 95% of them are found to have poor interests.

5. Results of the present study reveals that only 19% of the ETT teacher educators have either high or average professional and educational interests, otherwise most of them (81%) have poor interests.

6. Less than 2% of B.Ed. teacher educators have shown high professional and educational interests, 38% of them have average interests. Remaining 60% possess poor professional and educational interests.
7. Most (45%) of NTT teacher educators are found to possess less creativity. 35% of them show high creativity and 20% of them shown average creativity.

8. Perusal of present study shows that 50% of ETT teacher educators have low creativity. 10% of them have average creativity and 40% of them have high creativity.

9. More percentage (47.62) of B.Ed. teacher educators are found to have low creativity, whereas only 9.52% have average creativity and 42.85% possess less creativity.

10. Most of the NTT teacher educators (95%) have very favourable positive attitude towards teaching and only 5% of them have unfavourable attitude.

11. It is found that 81% of ETT teacher educators have very favourable attitude towards teaching whereas 14% of them have moderately favourable attitude and only 5% have unfavourable attitude towards teaching.

12. From the results of the present study it is observed that 75% of B.Ed. teacher educators have very favourable attitude towards teaching, 18% have moderately favourable attitude and only 7% of them have unfavourable attitude towards teaching.

Differences in the Job Satisfaction, Professional and Educational Interests, Creativity and Attitude Towards Teaching of Teacher Educators Teaching at NTT, ETT and B.Ed. levels.

1. Significant difference is found in the job satisfaction of B.Ed. and ETT teacher educators. B.Ed. teacher educators
are more satisfied in their job as compared to ETT teacher educators. No significant differences are found in the job satisfaction of B.Ed. and NTT teacher educators and ETT and NTT teacher educators. Therefore, hypothesis 1 that there are no significant differences in the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels is partially accepted.

2. The study shows significant differences in the professional and educational interests of B.Ed., ETT and NTT teacher educators, B.Ed. teacher educators have more professional and educational interests than ETT and NTT teacher educators. No significant difference is found in the professional and educational interests of ETT and NTT teacher educators. Hypothesis 2 that there are no significant differences in the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels is, therefore, partially accepted.

3. The study shows significant differences in the creativity of B.Ed., ETT and NTT teacher educators. B.Ed. teacher educators are more creative as compared to ETT and NTT teacher educators. ETT teacher educators are more creative than NTT teacher educators. Hypothesis 3 that there are no significant differences in the creativity of teacher educators teaching at NTT, ETT and B.Ed. levels is rejected.

4. B.Ed. and ETT teacher educators do not differ significantly in their attitude towards teaching. NTT teacher educators
have more favourable attitude towards teaching than B.Ed. and ETT teacher educators. Thus, hypothesis 4 that there are no significant differences in the attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels is partially accepted.

5. The study has found significant difference in the job satisfaction of female and male teacher educators teaching at B.Ed. level. Females have more job satisfaction than male B.Ed. teacher educators. There are no significant differences in the job satisfaction of female and male teacher educators teaching at NTT and ETT levels. The hypothesis 5(a) that there are no significant differences in the job satisfaction of male and female teacher educators teaching at NTT, ETT and B.Ed. levels is partially accepted.

6. The study reveals no significant differences in the professional and educational interests of female and male teacher educators teaching at B.Ed., ETT and NTT levels. Therefore, hypothesis 5(b) that there are no significant differences in the professional and educational interests of male and female teacher educators teaching at NTT, ETT and B.Ed. levels is accepted.

7. The study reveals significant differences in the creativity of female and male teacher educators teaching at B.Ed., ETT and NTT levels. Female B.Ed. and NTT teacher educators are more creative than their male counterparts. ETT male
teacher educators are more creative than female teacher educators. Thus hypothesis 6(c) that there are no significant differences in the creativity of male and female teacher educators teaching at NTT, ETT and B.Ed. levels is rejected.

9. Female and male teacher educators teaching at B.Ed., ETT and NTT levels do not differ significantly in their attitude towards teaching in their attitude towards teaching. The hypothesis 5(d) that there are no significant differences in the attitude towards teaching of male and female teacher educators teaching at NTT, ETT and B.Ed. levels is, therefore, accepted.

9. Teacher educators teaching at B.Ed., ETT and NTT levels do not differ significantly in their job satisfaction on the basis of age. Thus hypothesis 6(a) that there are no significant differences in the job satisfaction of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age is accepted.

10. From the study it is observed that teacher educators of different age groups teaching at B.Ed., ETT and NTT levels show no significant differences in their professional and educational interests. The hypothesis 6(b) that there are no significant differences in the professional and educational interests of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age is accepted.
Significant differences are found in the creativity of B.Ed., ETT and NTT teacher educators of different age groups. Group II (36-49 year), B.Ed. and NTT teacher educators are more creative than their group I (≤35 year) and group III (≥50) teacher educators. Group I B.Ed. and NTT teacher educators are more creative than group III teacher educators. Group III ETT teacher educators are more creative than group I and group II teacher educators whereas group I and group II ETT teacher educators show no significant difference in their creativity. The hypothesis 6(c) that there are no significant differences in the creativity of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age is rejected.

Group I (≤35 years) B.Ed. teacher educators possess more favourable attitude towards teaching than group II (36-49 year) and group III (≥50 year). Group II and Group III B.Ed. teacher educators do not differ significantly in their attitude towards teaching. ETT and NTT teacher educators of different age groups do not differ in their attitude towards teaching. Thus hypothesis 6(d) that there are no significant differences in the attitude towards teaching of teacher educators teaching at NTT, ETT and B.Ed. levels on the basis of age is partially accepted.

B.Ed. teacher educators teaching in government and private institutions do not differ significantly in their job satisfaction. Thus hypothesis 7(a) that there is no significant difference in the job satisfaction of a teacher
There is no difference in the professional and educational interests of private and government B.Ed. teacher educators. Therefore, hypothesis 7(b) that there is no significant difference in the professional and educational interests of teacher educators teaching at B.Ed. level on the basis of institution is accepted.

Significant difference is found in the creativity of B.Ed. teacher educators teaching in government and private institutions. Private institution teacher educators are more creative than those teaching in government institutions. Thus hypothesis 7(c) that there is no significant difference in the creativity of teacher educators teaching at B.Ed. level on the basis of institution is rejected.

No significant difference is found in the attitude towards teaching of B.Ed. teacher educators teaching in government and private institutions. Thus hypothesis 7(d) that there is no significant difference in the attitude towards teaching of teacher educators teaching at B.Ed. level on the basis of institution is accepted.

EDUCATIONAL IMPLICATIONS

Results of the present study indicate that B.Ed. teacher educators are more satisfied, have more professional and educational interests, more creative than ETT or NTT.
teacher educators. Therefore, infrastructure, working conditions need to be improved at these two levels.

2. Since female teacher educators at B.Ed. and NTT levels are found to be more creative by the results of the present study. Therefore, efforts should be made to incorporate some activities in which male can also participate. Similarly, steps should be taken to improve overall intellectual environment of the institutions by promoting action research, library facilities, tour and excursions, physical facilities at the institutional level. Moreover, to be more effective teacher educators should be allowed some degree of freedom in organising their classes and activities.

3. Findings of the present study have important implications that steps need to be taken to find out the reasons for the low levels of professional and educational interests and also for low level of creativity among the teacher educators. The factors which help in the improvement of professional and educational interests may be identified and promoted among teacher educators.

4. A large majority of teacher educators teaching at NTT, ETT and B.Ed. levels are found to be satisfied in the job and have favourable attitude towards teaching. However, they have low professional and educational interests, low creativity levels. Therefore, there is need to organise seminars, conferences to adopt new methods
of teaching so that more and more teacher educators become more professionally sound and also more creative in order to improve the quality of education at all levels.

5. In case of ETT and NTT teacher educators, the job satisfaction, attitude towards teaching, professional and educational interests of different groups based on sex, age and institutions are not found to differ significantly. Thus persons of any sex, any age can be appointed as teacher educator at these levels.

SUGGESTIONS FOR FURTHER RESEARCH

1. Study may be replicated on a large sample to find validity of the findings of present study.

2. Similar type of study may be conducted in other states of India.

3. Study of these variables on different groups of teacher educators of different countries may be conducted.

4. Instead of taking the variables of the present study some other variables e.g. adjustment, mental health, self concept etc. may be studied.

5. Study may be conducted on the teacher educators of M.Ed. level and teacher educators catering to the needs of special education.

6. Findings of the present study reveal that teacher educators at different levels are deficient in their professional and educational interests, therefore, there is further scope
of research to evolve some programmes which could promote the professional and educational interests of different groups of teachers.

7. Effect of professional and educational interests, creativity and attitude towards teaching on performance of pupil teachers may be studied.

8. Similar type of study may be conducted on principals of B.Ed., BTT and NTT teacher education institutions.

9. A comparative study may be conducted on job satisfaction, creativity, professional and educational interests, attitude towards profession of doctors, engineers and lecturers.

10. There is need to probe into the matter, why the teacher educators with favourable attitude and satisfied in the job have poor professional and educational interests and also low level of creativity.